



Hulet Elementary School

Holbrook Unified District

600 W. Buffalo, Holbrook, AZ 86025-0640

Mailing Address: P.O. Box 640, Holbrook, AZ 86025-0640

ARIZONA
School Report Card
2001-02

Principal: Mr. Jim Cassidy

Schedule: 7:30 AM to 4:30 PM

Web Address: Unpublished or Unavailable

E-mail: cassidy@husd3.holbrook.k12.az.us

Grades: 3-5

2001 Enrollment: 439

Phone: (928) 524-6181 x 205

Fax: (928) 524-2940

∨ School Overview ∨

Mission

Each child has a basic right to receive an education that develops his/her potential and maximizes his/her abilities. We recognize the importance of developing student self-esteem, establishing high expectations and being sensitive to cultural heritage and learning styles. We believe in monitoring learning frequently, emphasizing all scholastic areas and using higher-level thinking skills. Teachers provide students the opportunity to work together and develop physically/mentally/emotionally.

Organization and Philosophy

w Self-contained Classrooms

School/Academic Goals

w Refine curriculum modeling the Arizona Academic Standards format.

Instructional Programs

w Scholastic 180 Reading Program

w ESL

w Gifted

w On-site Special Education

w Advanced Placement

w Ninety percent (90%) of third graders mastering exit skills.

w Thematic instruction development.

w Enrichment program.

Enrollment

October 1, 2000 School Year Student Enrollment: 434

Accepting New Students in 2001-02 Under Open Enrollment Law¹: Yes

Number of Students Attending Under Open Enrollment in 2000-01: 4

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 2 Community Member(s)
 0 Student(s)

Council Duties

w Instructional Strategies
 w Parent/Educator Relations
 w School Safety Issues
 w Student Discipline
 w Extracurricular Activities

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	0.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	3	0	0	0
10 or more years	7	4	0	0

▽ Shared Responsibilities ▽

School

The school must provide a safe, drug-free, smoke-free environment for students to learn. Enforcement of high academic standards by the school will maximize student potential and develop a sense of dignity and self-worth. Daily or weekly communication to parents about school-related items will be accomplished through telephone conversations, classroom reports, school report cards and the school newspaper.

Parents

The responsibility for the well-being of all children rests with their parents. They should provide a safe environment for children to grow and foster an attitude in students that recognizes and supports the importance of education. Parents should ensure adequate sleep, clothing, housing and nourishment for children. Maximum school attendance should be a parental goal.

▽ Transportation Policy ▽

Bus routes cover approximately 1,875 square miles. Of the 16 routes, 8 go to the Navajo Reservation; 2 are activity routes for students in extracurricular activities. The reservation buses have added video equipment for educational films to encourage student education and interest on the one- to two-hour ride. There were two new buses added this year.

▽ Calendar Information ▽

Number of Instruction Days:	178	First Day of School:	8/6/01
Average Daily Instruction Time:	5 hrs. 55 min.	Last Day of School:	5/31/02

Operates on Year-round Schedule

Report Card Release Dates

10/4/01	12/21/01	3/14/02	5/31/02
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Additional Calendar/Report Card Information

Parents receive a midterm progress report each quarter. They also have the opportunity to use a specific pin number to check their child's progress weekly over the Internet.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Scholastic 180 Reading Lab

W Library

Extracurricular Activities

W Odyssey of the Mind

W Band

W Intramural Activities

W Science Fair

W Spelling Bee

W Choir

School/Community Resources

W Counseling Services

W Lunch Program

W Breakfast Program

W Afterschool Tutorial Program

W Behavior Coaches via Counseling

W DES Service

W National Parks Program

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|---|
| <p>w Our district has been working on a school Improvement Model (SIM). Goals and learner outcomes have been set for Kindergarten through grade twelve in reading, writing and math.</p> | <p>w Grade-level teams are working on programs to improve student achievement.</p> |
| <p>w Grade-level teams are developing thematic services with the services of a consultant.</p> | <p>w Gifted pull-out services are available in grades three and four, and advanced placement is provided for fifth grade.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.9 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	7.1 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.0 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	8.9 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	97.5 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	2.5 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Odyssey of the Mind Team Sent to World Competition	2001
Odyssey of the Mind--State Runner-up	2000
Regional Science Fair Winners	2001

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	149	503	18%	23%	46%	11%
	State	60969	521	11%	18%	44%	27%
Writing	School	136	517	16%	21%	54%	7%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	143	472	30%	41%	23%	5%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	130	494	28%	34%	33%	3%
	State	63518	503	22%	24%	41%	14%
Writing	School	133	483	25%	41%	27%	5%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	127	456	36%	43%	11%	9%
	State	63873	487	17%	43%	12%	29%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
3	Reading	100	28	44	98	40	47	100	30	47	95	27	48	94	33	50
	Language	100	22	45	100	39	49	100	31	51	96	32	54	95	37	56
	Mathematics	100	17	41	100	41	46	100	29	49	96	27	52	97	32	54
4	Reading	100	46	52	100	35	53	100	48	54	93	37	54	89	36	55
	Language	100	39	45	100	32	47	100	45	49	95	38	48	94	30	50
	Mathematics	100	34	48	100	31	51	100	45	54	97	39	55	94	30	57
5	Reading	100	45	50	88	45	51	100	38	51	96	47	51	92	34	51
	Language	100	37	40	88	38	42	100	37	44	97	44	45	94	32	45
	Mathematics	100	43	47	90	54	51	100	50	54	97	54	55	96	35	57

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	58	59
Grades 3-4	87	72
Grades 4-5	64	69
Grades 5-6	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

We have increased our supervision of unstructured activities and provide on-site counseling from the Community Counseling Center for those students with at-risk behaviors.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$1,886	\$795,580
Classroom Supplies	\$81	\$34,271
Administration	\$412	\$173,642
Support Services-Students	\$168	\$70,826
Other Support Services and Operations	\$1,584	\$668,527
Total Expenditures- All Categories 1999-2000	\$4,131	\$1,742,846

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$86,213.55 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

Classroom teacher salaries are critical in maintaining faculty.

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	James Cassidy	(928) 524-6181	205
Transportation Policy	Charlie Carpenter	(928) 524-6144	153
Community Resources	James Cassidy	(928) 524-6181	205
School Nutrition Programs	Sunny Obren	(928) 524-2815	713
Parent Organization	Annette Rothman	(928) 524-1200	
Student Health/Nurse	Lona Haussman	(928) 524-6181	203

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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